

# Transition Planning for Students with Disabilities

This playbook guides educators and support staff through the process of transition planning for students with disabilities. It outlines the steps to prepare students for moving from school to post-secondary education or employment.

## Step 1: **Assessment**

Conduct a thorough assessment of the student's abilities, preferences, interests, and needs to form the basis of the transition plan.

## Step 2: **Goal Setting**

Establish clear short-term and long-term goals with the student, considering their career interests, educational aspirations, and independent living skills.

## Step 3: **Plan Development**

Develop a transition plan that includes necessary steps, services, and supports to assist the student in reaching their individual goals.

## Step 4: **Community Links**

Identify and forge connections with community agencies, higher education institutions, and potential employers that can provide opportunities and support for the student.

## Step 5: **Skill Building**

Focus on building critical life and vocational skills that will aid in the student's transition. These skills may range from job-specific competencies to general life skills such as budgeting and communication.

## Step 6: **Implementation**

Put the transition plan into action, ensuring active involvement of the student, their family, and relevant professionals or agencies.

## Step 7: **Monitoring**

Regularly monitor the student's progress towards their transition goals, and make adjustments to the plan as necessary.

## Step 8: **Review & Update**

Annual or more frequent reviews of the transition plan should be conducted, updating goals and services to align with the student's evolving needs and preferences.

## Step 9: **Transition Execution**

Execute the transition according to the plan, providing support during the move to new environments, whether educational or vocational.

# **General Notes**

## **Collaboration**

Transition planning should be a collaborative effort that includes students, family members, special education staff, general educators, and relevant service providers.

## **Legal Compliance**

Ensure that the transition planning process complies with all applicable laws and regulations, such as the Individuals with Disabilities Education Act (IDEA).

## **Customization**

Each transition plan must be individualized based on the specific needs, goals, and preferences of the student, rather than a one-size-fits-all approach.

## **Continuous Support**

Support for the student should not cease after transition; post-transition follow-up can be crucial to ensuring ongoing success.